

Federal State Leadership (099) Request for Grant Application (RGA) Guidelines

For services offered with the following funding:
Workforce Innovation and Opportunity Act, Title II, Section 223 (Federal Adult Education and
Family Literacy Act)

March 2021



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
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INTRODUCTION

Title II, Workforce Innovation and Opportunity Act (WIOA) provides funds to be awarded through the Pennsylvania Department of Education (PDE), Bureau of Postsecondary and Higher Education, Division of Adult Education (division) to provide adult education and family literacy services throughout the state. A portion of these funds (up to 12.5 percent of the federal grant award) is to be used to support state leadership activities under section 223 of WIOA. These activities will provide a system of professional development and technical assistance to ensure a high-quality adult education and family literacy system in accordance with the goals described in the Pennsylvania State Plan. Under this Request for Grant Applications, the maximum total amount available for all state leadership grants is \$2,090,000.

APPLICATION INFORMATION

For the purpose of planning, writing, and submitting applications, applicants should use this document in conjunction with information presented in the grant bidders' webinar. Applicants should also review this information in conjunction with the division guidelines and policies and the eGrants application to develop a complete understanding of the intent and requirements of the application process.

Program Purpose

The purpose of funds provided under section 223 of WIOA is to fund the following required adult education and literacy activities to develop or enhance the adult education system of Pennsylvania:

- (A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.
- (B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.
- (C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including--
 - (i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training;
 - (ii) the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and
 - (iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.
- (D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

Additionally, funds may be used for the following permissible activities:

- (A) The support of State or regional networks of literacy resource centers.
- (B) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.
- (C) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.
- (D) Developing content and models for integrated education and training and career pathways.
- (E) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).
- (F) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.
- (G) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.
- (H) Activities to promote workplace adult education and literacy activities.
- (I) Identifying curriculum frameworks and aligning rigorous content standards that--
 - (i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and
 - (ii) take into consideration the following:
 - (I) State adopted academic standards.
 - (II) The current adult skills and literacy assessments used in the State or outlying area.
 - (III) The primary indicators of performance described in section 116.
 - (IV) Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area.
 - (V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.
- (J) Developing and piloting of strategies for improving teacher quality and retention.
- (K) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.
- (L) Outreach to instructors, students, and employers.
- (M) Other activities of statewide significance that promote the purpose of this title.

Funding Priorities

For each priority, a maximum level of funding is specified. Applicants may apply for less than the maximum dollar amount. However, agencies are not in competition to provide services at the lowest cost. The goal is to provide the most comprehensive services to ultimately increase

the success of students in adult education and family literacy programs through supporting the program improvement and professional development efforts of those programs.

Professional Learning Opportunities

One (1) grant of up to \$700,000 will be awarded to coordinate, develop, and deliver high-quality professional learning opportunities using a range of delivery methods, including technology-based tools, to improve the quality of instruction in and to provide technical assistance to adult education and family literacy programs funded by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA sections 223(a)(1)(B), 223(a)(1)(C)(i), 223(a)(1)(D), 223(a)(2)(C), 223(a)(2)(I)(i), and 223(a)(2)(I)(ii)(I and II).

Technology

One (1) grant of up to \$475,000 will be awarded to provide instructional design and technology support to other leadership projects to create and revise high quality online and technology-based professional development opportunities and to provide technical assistance in the use of instructional technology to other leadership projects funded by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA section 223(a)(1)(B).

Communications

One (1) grant of up to \$100,000 will be awarded to manage the dissemination of information and resources to provide knowledge to staff of adult education and family literacy programs funded by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA section 223(a)(1)(D).

Management Information System

One (1) grant of up to \$165,000 will be awarded to provide technical assistance on the use of the adult education data collection system to the division and to adult education and family literacy programs funded by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA sections 223(a)(1)(D) and 223(a)(1)(C)(iii).

Workforce Development System Liaison

One (1) grant of up to \$275,000 will be awarded to provide technical assistance to align workforce development programming within the adult education system, build capacity to address WIOA, and function effectively as a participatory partner in the Pennsylvania workforce development system to the division, other leadership projects, and adult education and family literacy programs funded by the Division of Adult Education. The activities funded by this grant fulfill the requirements of WIOA sections 223(a)(1)(A), 223(a)(1)(C)(ii), and 223(a)(1)(D).

Digital Literacy and Distance Education

One (1) grant of up to \$300,000 will be awarded to provide support to adult education and family literacy programs funded by the Division of Adult Education in planning, implementing, and evaluating the distance education portion of their programming and in improving the digital literacy of instructors and students. The activities funded by this grant fulfill the requirements of WIOA sections 223(a)(1)(C)(i) and 223(a)(2)(B).

Integrated Education and Training

One (1) grant of up to \$75,000 will be awarded to provide technical assistance in the development of IETs to adult education programs funded by the Division of Adult Education. The activities funded by this grant support permissible activities described in WIOA sections 223(a)(2)(D) and 223(a)(2)(H).

Each project may conduct other permissible activities; however, the focus is on the activities listed in each priority above. Each priority has additional requirements, including education and experience requirements for staff. See the appropriate appendix for specific information for each priority. All projects must have a plan for personnel changes that ensures that newly hired staff meet the required level of education and experience as outlined in the proposal.

Eligible Applicants

Applicants for this funding priorities must have documented experience in the delivery of services that are outlined for the individual priorities for which they are applying. Each applicant's experience with proposed activities will be taken into account when making funding decisions. Successful applicants will be required to submit documentation that verifies experience and education requirements have been met. All successful applicants will have expertise in the following areas:

- Adult learning;
- The federally funded adult education and family literacy system;
- Professional development and training for educators; and
- Technologically delivered professional development.

Grant Application Components

The Federal State Leadership 099 grant applications consist of three sections: Applicant Information, Narrative, and Budget. Information on how to create, complete, and submit applications will be posted to the [Division of Adult Education Grant Competitions webpage](#).

Applicants must send questions regarding the Federal State Leadership 099 grant application process to ra-able@pa.gov. Division staff will periodically post responses to submitted questions on the [Division of Adult Education Grant Competitions webpage](#) for all applicants to review.

Applicant Information (not scored)

The applicant information section provides program contact information and assurances. Online contextual help is available for each question by clicking on the **Help icons** in eGrants.

Narrative (scored)

The narrative section provides a description of how the applicant will carry out the specified activities, staff requirements, and methods for evaluation. Each priority has a separate grant application with different questions that are specific to that priority. The narrative is the basis for analysis of the applicant's ability to provide the required services. Online contextual help is available for each question in the application narrative by clicking on the **Help icons** in eGrants.

Budget (not scored)

The budget section demonstrates fiscally sound allocation of funds to successfully provide the services and activities described in the narrative section. All costs must be reasonable, necessary, allowable, and allocable. Online contextual help is available for each question in the renewal application budget by clicking on the **Help icons** in eGrants. When completing this section, refer to the [Adult Education and Family Literacy Guidelines](#), Section 600 for accounting rules, grant limitations, and information on cost functions and object codes. Grant recipients may be required to revise the budget before final awards are made.

Application Review

All Federal State Leadership 099 applications will be reviewed except those disqualified for one or both of the following reasons:

- Incomplete applications.
- Applications not completed by the application deadline. Completion will be determined by the time the eGrants system records that the agency completed the application by marking all sections complete and selecting the “Complete” button.

Grant applications will be reviewed and scored by teams of staff from PDE, from other commonwealth agencies, and peer reviewers. Peer reviewers will be non-applicants who have past experience in adult education or the provision of professional development. Reviewers will be screened for conflict of interest and will not benefit financially from grant awards.

Depending on the number of applications, either a weighted method or a Z-scoring method will be used. In the weighted scoring method, a single team reviews and rates all applications. In the Z-scoring method, applicants are distributed to several teams for review and rating. Scores are then calculated using a standard deviation formula which evens out high and low raters.

Grant Terms and Conditions

The grant period will be for a term of one year, July 1, 2021 through June 30, 2022, with the option to renew for up to three additional years. Funding for the renewal years will be negotiated annually and provided through annual contract renewals. PDE reserves the right to shorten or extend the four-year grant cycle as the situation warrants. Each year’s renewal option and grant amounts will be based on the following criteria:

- Contract compliance, including adherence to policy and timely submission of reports;
- Compliance with fiscal and programmatic policies and guidelines;
- Amount of the federal and state appropriation; and
- Results of each project’s evaluation, which will include, but not be limited to:
 - Meeting outcomes, timelines, and completion dates set with the division at the beginning of each program year;
 - Satisfactory implementation of activities required by the division under this grant; and
 - Participation in an external evaluation.

Grant Award Selection and Notification Process

Award Selection: Reviewers will use the Application Review Guide for each priority to review and score applications. Funds will be awarded to the highest scoring applicant for each priority provided the applicant meets the minimum scoring requirement. Minimum scoring requirements are located in the appropriate appendix for each priority. Successful applications may require revisions or submission of additional information prior to approval.

Notification Process: The division will notify each applicant of the outcome of the review process and whether its application will be funded.

GRANT REQUIREMENTS

1. Grant applications will be submitted through the [eGrants](#) system.
2. For access to the eGrants system and the related grant opportunities, prospective applicants should send an email to ra-able@pa.gov with the subject line “Division of Adult Education grant competition.” In the body of the email, prospective applicants should state the agency name and identify which Division of Adult Education grants the agency plans to apply for. Prior to sending the email, the applicant should search for the agency record in the PDE Education Names and Addresses ([EdNA](#)) database.
 - a. Agencies found in EdNA should include in their email their Administrative Unit Number (AUN) and contact information for the individual at the agency who will create and complete the grant application.
 - b. Agencies not listed in EdNA should indicate in the email that they are not in the state database and provide contact information for the agency administrator who will work with division staff to establish a listing and be assigned an AUN.
 - c. Under extraordinary circumstances affecting an agency’s access to the eGrants system, the requirement to submit the grant application via eGrants may be waived. Eligible applicants who believe they have such circumstances should contact the Division of Adult Education at ra-able@pa.gov prior to the application due date to discuss an alternative submission process. Please note that the application deadline in bullet 5 below applies to any alternative submission process.
3. For the purpose of planning, writing, and submitting applications, this document should be used in conjunction with information posted on the [Division of Adult Education Grant Competitions webpage](#). Applicants should also review this information in conjunction with the division guidelines and policies and the eGrants application to develop a complete understanding of the intent and requirements of the application process.
4. Questions regarding the grant application process must be sent to ra-able@pa.gov. Division of Adult Education staff will periodically post responses to submitted questions on the Department of Education website for all applicants to review.
5. Application deadline:
 - a. Applicants must complete their proposal to PDE by March 26, 2021, 2:00 PM. All sections must be marked complete (evidenced by a green check mark next to each section) and the complete button must be chosen.

GRANT APPLICATION TIMELINE

Dates	Activity
March 1, 2021	Grant Application Guidelines Available
March 1, 2021	099 Grant Applications Available (open)
March 26, 2021, 2:00 PM	099 Grant Completion Deadline (close)

AWARD WINNERS

To complete the grant award process, applicants under consideration for acceptance are required to provide proper signatures to the grant agreement and complete the Funding Accountability and Transparency (FAAT) form located in the grant in eGrants.

All contract components are produced by eGrants. Each will be accessed at the [eGrants website](#) and will consist of the following:

1. Grant Agreement Signature Page;
2. Appendix A – Special Program Terms;
3. Appendix B – Grantee’s Program Narrative(s) and Budget(s); and
4. Appendix C – Payment Terms, Responsibilities and Contact Information

Grant Agreement

- The grant agreement is a binding agreement between the PDE and the eligible grant award recipient. The beginning and ending date of the project, total amount of funds, and project number will appear on the grant agreement.
- There must be an electronic signature or a manual signature in blue ink on the original copy of the grant agreement. Stamped signatures are not acceptable on the original copy.
- Agencies approved for eSignature can electronically sign the grant agreement. The authorized signatory must be in the eGrants system in order to electronically sign contracts.
- Agencies not approved for electronic signatures must print the first page of grant agreement from eGrants, have it signed in blue ink by the authorized representative(s) and mail it to the division. The signature page should arrive no later than ten business days after the grant is submitted. All manually signed grant agreement signature pages should be mailed to:

Pennsylvania Department of Education
 Bureau of Postsecondary and Adult Education
 Division of Adult Education
 333 Market Street, 12th Floor
 Harrisburg, PA 17126-0333

- The authorized signer(s) must be (an) authorized representative(s) of the agency as described below:

Agency	One Authorized Representative	Two Authorized Representatives
School District	Superintendent	
Intermediate Unit	Executive Director	
Career & Technical School	Director	
Charter School	Chief Executive Officer	
University, College or Community College	President	
Public Library	Director	
Community-Based Organizations and Corporations		President or Vice-President AND Secretary or Treasurer

- Changes to the grant agreement language will require review and approval by PDE, Office of Chief Counsel, the Office of General Counsel, and the Attorney General’s office and will cause delays in approving the agreement.
- Per Management Directive 215.9, amended October 15, 2015, staff of the division will determine whether the applicant has delinquent tax debt or other conditions as specified in the State Contractor Responsibility Program. Any related issues must be resolved before the grant agreement will be reviewed and approved.

- Applications recommended by division staff for approval are then reviewed by the Deputy Secretary, the Office of Chief Counsel, and the Comptroller's Office. Upon approval from the Comptroller's Office, the contract is considered fully executed. The fully executed contract with supporting documentation is uploaded to the Treasury website and to the final reporting section of the grant in eGrants. The status of an application can be verified in the eGrants system. The status will change to "Completed" once the grant is fully executed.
- After complete review and approval by PDE and the Comptroller's Office, an approved and fully executed grant agreement will be available in eGrants.

Funding Accountability and Transparency

- Grantee must maintain current registration in the [System for Award Management \(SAM\)](#) at all times during which they have active federal awards funded pursuant to this agreement. A [Dun and Bradstreet](#) Data Universal Numbering System (DUNS) number is one of the requirements for registration in SAM.
- The applicant must complete the FAAT form that is located in eGrants.
- The following information is required on the FAAT form: (1) DUNS number or DUNS number + 4 if applicable; (2) city, state, zip code +4 digit extension of the primary location, and County and (3) compensation of officers is necessary if grantee received more than 80 percent of federal funds in the preceding fiscal year.
- The commonwealth will not process a grant until the grantee provides this information.

General Program and Fiscal Requirements

Award winners are subject to all applicable state and federal administrative requirements, cost principles, and audit requirements, which are incorporated into each grant award by reference. Such requirements include but are not limited to:

- [Adult Education and Family Literacy Guidelines](#)
- [All Bureau of Postsecondary and Adult Education, Division of Adult Education policies](#)
- [PDE Master Standard Terms and Conditions](#)
- [Education Department General Administrative Regulations \(EDGAR\) 34 Code of Federal Regulation \(CFR\) Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99 as amended on December 19, 2014](#)
- [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#)

Additional Requirements

Successful applicants will be required to submit the following during the award process:

- Documentation of the project manager's experience.
- Job descriptions for staff positions.
- An equipment purchase and replacement plan.

In addition to required fiscal reporting, funded projects will submit quarterly and final narrative reports to and have regular meetings with the division advisor.

APPENDIX A

Priority 1: Professional Learning Opportunities – To coordinate, develop, and deliver high-quality professional learning opportunities using a range of delivery methods, including technology-based tools to improve the quality of instruction in and to provide technical assistance to adult education and family literacy programs funded by the Division of Adult Education.

The project funded under this priority will:

- Provide support to programs in planning, implementing, and evaluating ongoing professional learning that leads to program improvement.
- Provide support to programs to develop capacity to support long-term job-embedded professional development and the ability to use data to determine professional development needs.
- Provide support to agency professional development teams and professional learning communities.
- Provide support to programs in teacher induction and mentoring models.
- Provide support to programs in data analysis.
- Develop and manage a cadre of program consultants who have ongoing and regular direct contact with program leadership and staff whose primary role is to identify program needs and assist with high-quality, job-embedded professional development focused on classroom implementation.
- Develop and manage a cadre of coaches and content-specific practitioners who can consult with programs and instructors relative to specific difficulties and requests for assistance.
- Identify, procure, and manage statewide expertise in core content areas (including, but not limited to, reading, writing, speaking, mathematics, and English language acquisition).
- Provide support to in-house professional development specialists to become instructional leaders.
- Provide support to instructors, including volunteer tutors, in acquiring, refining and continuously improving instructional skills, classroom management techniques, lesson planning, and content knowledge to better meet student needs.
- Provide support to tutor coordinators in management, recruitment, and training of tutors and classroom aides to improve the quality of tutor instructional practices.
- Provide support to family literacy staff in the four-component model to improve the quality of instruction and integration of components.
- Collect, analyze, and share data about program professional development efforts.
- In coordination with the Technology project, identify, review and adapt (if necessary) existing high-quality materials and professional learning opportunities for use with adult educators.
- In coordination with the Technology project, develop materials and professional learning opportunities using good instructional design principles, which are aligned with program needs in instances where sufficient existing material is not available.
- Align offerings with the College and Career Readiness Standards for adult education to support lesson and curriculum development.
- Align offerings with Foundation Skills Framework to support the inclusion of workforce preparation skills in lesson and curriculum development.
- Align offerings with International Society for Technology in Education (ISTE) standards to support the inclusion of digital literacy in lesson and curriculum development.
- Identify and share quality resources with the field of adult education.

- Develop new opportunities for instructors to collaborate and learn together regionally and across programs.
- Provide project-related support to division-led projects as directed by professional development system (PDS) coordinator.

The project will be led by a manager who:

- Has an advanced degree in adult education or related field.
- Has documented experience in academic level data analysis and evaluation.
- Has experience and expertise in instructional design.
- Has experience in project management.

The consultants must:

- Have experience in the field of adult education and family literacy as professional development consultants or coaches or have comparable experience in another educational setting.
- Have experience in developing continuing program improvement and professional development goals using data.

Other individuals working on this project must:

- Have experience in the field of adult education.
- Have formal academic training in the content area in which they are providing expertise.

Scoring Summary Professional Learning Opportunities

	Score Range
WIOA statement	15
Experience	20
Staffing	10
Methods	25
Delivery	40
Support	60
Coordination	5
Evaluation	40
Total Score:	215

Minimum acceptable score = 160/215

APPENDIX B

Priority 2: Technology – To provide instructional design and technology support to other leadership projects to create and revise high quality online and technology-based professional development opportunities and to provide technical assistance in the use of instructional technology to other leadership projects funded by the Division of Adult Education.

The project funded under this priority will:

- In coordination with other leadership projects, review and adapt existing high-quality professional learning opportunities for use with adult educators.
- In coordination with other leadership projects, develop learning opportunities using good instructional design principles in instances where sufficient material is not available.
- Provide instructional design support to all leadership projects.

- Manage and coordinate the online learning platform that houses the statewide courses.
- Provide technical support to users for online courses.
- Provide technology technical assistance to leadership projects.
- Develop and implement a system for the cyclical revision of courses.
- In coordination with Workforce Development System Liaison project, create cross-training modules.
- Provide project-related support to division-led projects as directed by PDS coordinator.

The project will be led by a manager who:

- Has a degree or certificate in instructional design or technology.
- Has experience in leading the work of instructional design.
- Has experience in project management.

Individuals working on this project must:

- Have experience in developing online learning opportunities.
- Have experience in instructional design.
- Have experience with content delivery and e-learning software.

Scoring Summary Technology

	Score Range
WIOA statement	15
Experience	30
Staffing	10
Delivery	15
Coordination	20
Evaluation	25
Total Score:	115

Minimum acceptable score = 85/115

APPENDIX C

Priority 3: Communications – To manage the dissemination of information and resources to provide knowledge to staff of adult education and family literacy programs funded by the Division of Adult Education.

The project funded under this priority will:

- Manage the Pennsylvania Adult Education Resources website and ensure that it meets all PDE requirements.
- Manage the lesson sharing site within Pennsylvania Adult Education Resources website.
- Maintain an online searchable database of adult education and family literacy programs and professional learning opportunities.
- Identify and publicize relevant news and resources from state and national sources.
- Send professional development system communications to the field of adult education and family literacy using email marketing technology.
- Create and disseminate monthly e-newsletter.
- Maintain the Constant Contact database.
- Provide graphic design technical assistance to the professional development system.
- Provide proofreading support to the professional development system.

- Work with the other leadership projects to create polished publications and resources.
- Maintain contracts for webinar, conference call, survey, email marketing, and other technology services for use by the division and its state leadership projects.
- Provide webinar support to the division and other leadership projects including closed-captioning and accessibility.

Individuals working on this project must:

- Have experience in web design.
- Have knowledge of website software to maintain the existing PA Adult Ed Resources website.
- Have experience in e-publication.
- Have experience in graphic design.

Scoring Summary Communications

	Score Range
WIOA statement	15
Experience	20
Staffing	10
Delivery	25
Evaluation	20
Total Score:	90

Minimum acceptable score = 65/90

APPENDIX D

Priority 4: Management Information System – To provide technical assistance on the use of the adult education data collection system to the division and to adult education and family literacy programs funded by the Division of Adult Education.

The project funded under this priority will:

- Provide technical assistance to programs for data collection and data entry.
- Maintain and update existing tools to assist with program data collection and analysis and create additional tools as required.
- Support data analysis for program improvement, monitoring, and evaluation.
- Assist the division in the use of data for program monitoring and evaluation.
- Maintain and update the eData manual and glossary.
- Develop and recommend changes and additions to the data collection system to address changes to division policies and guidance.
- Coordinate with commonwealth IT staff or contractor staff who manage the data collection system to ensure complete and accurate data collection.

The project will be led by a manager who:

- Has an advanced degree in a data or technology related field.
- Has experience in providing technical assistance.
- Has experience in database management.
- Has experience in data analysis.

Individuals working on this project must:

- Have experience in providing technical assistance.

- Have experience in database management.
- Have experience in data analysis.

Scoring Summary Management Information System

	Score Range
WIOA statement	15
Experience	20
Staffing	10
Delivery	30
Coordination	5
Evaluation	35
Total Score:	115

Minimum acceptable score = 85/115

APPENDIX E

Priority 5: Workforce – To provide technical assistance to align workforce development programming within the adult education system, build capacity to address WIOA, and function effectively as a participatory partner in the Pennsylvania workforce development system to the division, other leadership projects, and adult education and family literacy programs funded by the Division of Adult Education.

The project funded under this priority will:

- Provide support to adult education and family literacy programs pertaining to integration and alignment of services to support their efforts in working collaboratively with workforce development partners and in meeting their obligations as a one-stop partner.
- Provide support to adult education coalitions to assist in local and regional planning.
- Work with partners to ensure that adult education is included in career pathways and pre-apprenticeship development.
- Provide support to programs in partner relationship development.
- Provide leadership to programs for statewide initiatives related to workforce development as described in Title II of WIOA.
- Work to integrate adult education and family literacy activities with workforce initiatives conducted by partners, both mandated and optional.
- Participate in local workforce partner meetings to inform representatives from these partners and the public about adult learning and literacy.
- Provide support to programs in examining local plans and how to organize services to support the plan.
- Provide support to programs to ensure that staff are knowledgeable about local WIOA partners to help increase referrals and co-enrollment.
- Provide support to the division in aligning its workforce development programming through ongoing technical assistance; communication and collaborative strategic planning to build capacity to address WIOA, particularly Title II performance goals; and to function effectively as a partner in Pennsylvania's workforce development system.
- Support the division in meeting requirements of being a PA CareerLink® partner.
- In coordination with the division, identify opportunities to expand efforts in building relationships and linkages with key stakeholders in the commonwealth's workforce development system.

- Join and support the division chief as a representative for the division in cross-departmental (e.g. Workforce Development Board) meetings and projects, as appropriate.
- Provide information, resources, and technical assistance to the division chief to support efforts in working collaboratively with WIOA partners.
- In coordination with the Technology project, develop professional learning opportunities using good instructional design principles, which are aligned with program needs in instances where sufficient existing material is not available.
- In coordination with the Technology project, create cross-training modules.
- Provide regular updates to the division on the status of local program activities with partners and make recommendations for related technical assistance and guidance.
- Provide support to programs in developing and training paid and volunteer student support specialists.
- Provide support to programs and student support specialists in shared case management with partners.
- Provide support to student support specialists in providing barrier and career navigation support including career readiness, transition to postsecondary education, re-entry, persistence, workforce preparation, and career goal setting using labor market data and sector information.

The project will be led by a manager who:

- Has an advanced degree in adult education or related field.
- Has experience in workforce development.
- Has knowledge and experience in working with the Pennsylvania Workforce Development System.

Individuals working on this project must:

- Have experience in workforce development.

Scoring Summary Workforce Development System Liaison

	Score Range
WIOA statement	15
Experience	20
Staffing	10
Delivery	60
Partners	30
Support	15
Coordination	5
Evaluation	40
Total Score:	195

Minimum acceptable score = 145/195

APPENDIX F

Priority 6: Digital Literacy and Distance Education – To provide support to programs in planning, implementing, and evaluating the distance education portion of their programming and in improving the digital literacy of instructors and students.

The project funded under this priority will:

- Provide support to instructors in providing distance education including guidance on developing criteria and processes for choosing appropriate products to use and improved instructional practices for remote learning.
- Identify, review, and recommend quality distance education curricula and resources to the division for inclusion in or removal from the list of division-approved curricula and resources.
- Provide technical assistance to the division on the development of distance education and technology planning policy.
- Provide support to instructors and programs in developing teacher-created distance resources.
- Identify and share other quality distance education resources with the field of adult education.
- In coordination with the Technology project, develop distance learning and digital literacy professional learning opportunities using good instructional design principles, which are aligned with program needs in instances where sufficient existing material is not available.
- Develop and maintain technology coaches that work with programs to increase their capacity to use technology.
- Provide support to instructors to improve their competency in the use of instructional technology.
- Provide support to instructors to increase their digital literacy.
- Provide support to key program staff to become agency technology navigators and digital literacy experts.
- Provide technical assistance to programs to develop a technology plan.
- Provide centralized technology support for students and instructors.
- Provide project-related support to division-led projects as directed by PDS coordinator.

The project will be led by a manager who:

- Has an advanced degree in adult education or related field.
- Has experience in adult education as a program administrator.
- Has expertise in distance education and digital literacy.

Other individuals working on this project must:

- Have experience in the field of adult education.
- Have experience in distance education or digital literacy.

Scoring Summary Digital Literacy and Distance Education

Section	Score Range
WIOA statement	15
Experience	20
Staffing	10
Methods	15
Delivery – Digital Literacy	35
Delivery – Distance Learning	25
Support to the division	20
Evaluation	40
Total Score:	180

Minimum acceptable score = 135/180

APPENDIX G

Priority 7: Integrated Education and Training (IET) – To provide technical assistance to programs in developing IETs.

The project funded under this priority will:

- In coordination with the Technology project, develop and deliver a professional learning opportunity for programs.
- In coordination with Digital Literacy and Distance Education Technical Assistance project, provide technical assistance to programs in developing IETs that can be completed at a distance or as a cross-state cohort.
- Provide technical assistance about integrated and team-teaching models for IET.
- In coordination with the Professional Learning Opportunities project, provide an introduction to working with English language learners for IET training partners.
- Assist programs in developing activities to ensure recruitment of appropriate participants for IETs, including internationally trained professionals and skilled workers.
- Provide project-related support to division-led projects as directed by PDS coordinator.
- Research IET activities throughout the United States and make recommendations to the division on related policy and guidance.

The project will be led by a manager who:

- Has an advanced degree in adult education or related field.
- Has experience providing technical assistance and professional development to develop IETs.
- Has experience developing tools to assist with developing IETs.

Other individuals working on this project must:

- Have experience developing IETs.

Scoring Summary Integrated Education and Training

Section	Score Range
WIOA statement	15
Experience	20
Staffing	10
Delivery	30
Support	10
Evaluation	30
Total Score:	115

Minimum acceptable score = 85/115